DOCUMENT RESUME

ED 387 151 JC 950 425

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|---|---|
| TITLE | Student Satisfaction Inventory Results. Summary Report. |
| INSTITUTION | Northern Nevada Community Coll., Elko. |
| PUB DATE | 95 |
| NOTE | 35p. |
| PUB TYPE | Reports - Research/Technical (143) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | *Ancillary School Services; Community Colleges; Comparative Analysis; National Surveys; *Participant Satisfaction; *School Effectiveness; School Surveys; *Student Attitudes; Student Surveys; Two Year Colleges |
| IDENTIFIERS | Northern Nevada Community College |

ABSTRACT

In spring 1995, Northern Nevada Community College (NNCC) conducted a survey of student satisfaction with NNCC's services. Questionnaires were distributed to students in randomly selected classes at the college's three sites, asking them to rate both the level of importance of, and their satisfaction with, selected college qualities and services. Completed surveys were received from 314 students, and findings were compared to a national survey of 17,123 students using the same instrument in fall 1993. Study findings included the following: (1) items rated statistically higher by students at NNCC than in the national sample included excellent quality of instruction, helpful library and campus staff, and adequate and accessible computer labs; (2) responses that were statistically lower than the national group included academic advisors knowledgeable about program requirements, the availability of internships, and a good variety of courses; (3) quality of instruction was rated as the most important item by respondents, while helpful Veteran's Services personnel was the least important; (4) the largest gaps in terms of high importance and low satisfaction ratings were found for campus parking and security, the existence of channels for expressing complaints, and the availability of internships or practical experience; and (5) the smallest gaps were found for a sense of belonging on campus, campus is well-maintained, and helpful bookstore staff. Findings for the three NNCC campuses are included. (KP)

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ED 387 151

# Student Satisfaction Inventory Results

## Summary Report

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Northern Nevada Community College
Elko, Winnemucca, Ely

Spring Semester, 1995

Office of Institutional Research & Assessment
Northern Nevada Community College
901 Elm Street, Elko, NV 89801
Dr. Cliff Ferry, (702) 753-2213

JC 950 425

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# SUMMARY REPORT

# RESULTS: *STUDENT SATISFACTION INVENTORY*

## NORTHERN NEVADA COMMUNITY COLLEGE: ELKO, WINNEMUCCA, ELY

## SPRING SEMESTER, 1995

CONTENTS


| | |
|---|---|
| **BACKGROUND & PROCEDURES** | **1** |
| **RESULTS** | **2** |
| NNCC's Strengths | 2 |
| Smallest Performance Gaps Between Importance & Satisfaction | 3 |
| NNCC's Weaknesses | 3 |
| Largest Performance Gaps Between Importance & Satisfaction | 4 |
| Items of Most Importance to NNCC Students | 4 |
| Items of Least Importance to NNCC Students | 5 |
| Comments on Results for Three Campuses | 6 |
| Results According to Degree or Major | 6 |
| Local Items--Elko | 8 |
| Local Items--Winnemucca | 8 |
| Local Items--Ely | 9 |
| Further Interpretations of Data | 10 |
| **RECOMMENDATIONS** | **10** |
| **APPENDIX** | |
| Comparative Summary: Elko, Winnemucca, Ely | |



OFFICE OF INSTITUTIONAL RESEARCH & ASSESSMENT
Northern Nevada Community College
901 Elm Street, Elko, NV 89801
Dr. Cliff Ferry, (702) 753-2213


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# *STUDENT SATISFACTION INVENTORY* RESULTS

## BACKGROUND & PROCEDURES

From the traditional Course Evaluations to surveys such as the one described in this report, Northern Nevada Community College has a tradition of systematically seeking student opinions on a wide variety of matters relevant to their college life.

The Noel-Levitz *Student Satisfaction Inventory* was selected as the survey for the spring of 1995 because for each item the respondents must indicate on a seven-point scale both the "Importance" of the item and "Satisfaction." For example, for Item #28, *There are a sufficient number of study areas on campus*, students would rate the Importance on a scale from "very important" (7) to "not important at all" (1) with (4) as "neutral." For the same item, they were then asked to rate their Satisfaction with study areas on campus with the response options ranging, again, from "very satisfied" to "not satisfied at all." The size of the discrepancy between Importance and Satisfaction provides further information on priority action for improvement. Also, items that are rated high for Importance would provide continuing guidance for planning and quality at NNCC.

There are 95 items on the Inventory, including ten locally supplied questions. Classes were randomly selected in Elko, Winnemucca, and Ely, and the instrument was administered during the class sessions through the cooperation of instructors and students. A total of 314 NNCC students responded: Elko - 232, Winnemucca - 44, Ely - 38.

The intent in selecting classes randomly was, of course, to obtain a representative sample of NNCC students. One way of demonstrating representativeness is to compare the female/male count for the sample with the actual female/male count of students registered spring semester at the three campuses. Total enrollment for the three sites was 1524 females and 761 males (66.69% females). The sample--the students completing the SSI--was 229 females and 120 males (65.62% females). The 1% difference (approximately) between the population and the sample supports the sample as being representative of NNCC spring semester students.

With the exception of the local items, the survey items are organized into twelve broad areas (e.g., Campus Climate, Academic Services). The responses for all items and for the twelve areas are compared to a national group of 17,123 students, representing students from 37 two-year colleges who completed the SSI beginning the fall of 1993.

The NNCC surveys were completed during the second half of spring semester 1995 at the three sites.

## RESULTS

Looking at the broader areas in comparison to the national group, NNCC students rate *Instructional Effectiveness, Registration Effectiveness, Academic Services*, and *Service Excellence* statistically higher than the national group. On the other hand, NNCC students rated *Academic Advising/Counseling* below the national group.

## NNCC's STRENGTHS

For individual survey items, again in comparison to the national group, NNCC responses for satisfaction were statistically **HIGHER** than the national group for the following items. The asterisks signify the strength of the differences between the NNCC group and the national group with three asterisks indicating the differences are least likely to be a matter of statistical chance:

| | |
|---|---|
| *The quality of instruction I receive in most of my classes is excellent.* | *** |
| *Library staff are helpful and approachable.* | *** |
| *The campus staff are caring and helpful.* | *** |
| *Computer labs are adequate and accessible.* | *** |
| *Policies and procedures regarding registration and course selection are clear and well-publicized.* | *** |
| *Admissions staff are knowledgeable.* | *** |
| *The personnel involved in registration are helpful.* | *** |
| *The institution has a good reputation within the community.* | *** |
| *Bookstore staff are helpful.* | *** |
| *I seldom get the "run-around" when seeking information on this campus.* | *** |
| *On the whole, the campus is well-maintained.* | *** |
| *The institution is committed to evening students.* | *** |
| *Faculty care about me as an individual.* | ** |
| *Library resources and services are adequate.* | ** |
| *Faculty are understanding of students' unique life circumstances.* | ** |
| *Faculty are fair and unbiased in their treatment of individual students.* | ** |
| *Class change (drop/add) policies are reasonable.* | ** |
| *Nearly all of the faculty are knowledgeable in their fields.* | ** |
| *I able to register for classes I need with few conflicts.* | * |
| *People on this campus respect and are supportive of each other.* | * |
| *Faculty are usually available after class and during office hours.* | * |
| *Program requirements are clear and reasonable.* | * |
| *The institution is committed to part-time students.* | * |
| *The institution is committed to older, returning students.* | * |

**Smallest Performance Gaps Between Importance and Satisfaction**

The items listed below displayed the smallest gap between Importance and Satisfaction, which indicates that students' expectations are very close to being met in these areas:

| ITEM | GAP |
|---|---|
| *Most students feel a sense of belonging here.* | *0.14* |
| *On the whole, the campus is well-maintained.* | *0.24* |
| *Bookstore staff are helpful.* | *0.31* |
| *The student center is a comfortable place for students to spend their leisure time.* | *0.40* |
| *Class change (drop/add) are reasonable.* | *0.41* |
| *The college has a good reputation within the community.* | *0.43* |

**NNCC's WEAKNESSES**

For individual survey items, again in comparison to the national group, NNCC responses for satisfaction were statistically **LOWER** than the national group for the following items:

| | |
|---|---|
| *My academic advisor is knowledgeable about my program requirements.* | *** |
| *Internships or practical experiences are provided in my degree/ Certificate program.* | *** |
| *There is a good variety of courses provided on this campus.* | *** |
| *Security staff respond quickly in emergencies.* | ** |
| *My academic advisor helps me set goals to work toward.* | ** |
| *My academic advisor is knowledgeable about the transfer requirements of other schools.* | ** |
| *I generally know what's happening on campus.* | ** |
| *There are adequate services to help me decide upon a career.* | ** |
| *Institution's commitment to students with disabilities.* | ** |
| *Security staff are helpful.* | * |
| *My academic advisor is approachable.* | * |

**Largest Performance Gaps Between Importance & Satisfaction**

These areas portray the largest gaps between Importance and Satisfaction. Student expectations are not being met as well in these areas:

| ITEM | GAP |
|---|---|
| *The amount of student parking space on campus is adequate.* | *1.69* |
| *Channels for expressing student complaints are readily available.* | *1.53* |
| *Internships or practical experience provided.* | *1.52* |
| *Parking lots are well-lighted and secure.* | *1.50* |
| *Financial aid awards are announced to students in time to be helpful in college planning.* | *1.42* |
| *My academic advisor is knowledgeable about the transfer requirements of other schools.* | *1.41* |
| *Security staff respond quickly in emergencies.* | *1.40* |
| *My academic advisor helps me set goals to work toward.* | *1.36* |
| *Financial aid counselors are helpful.* | *1.30* |
| *There is a good variety of courses provided on this campus.* | *1.28* |
| *My academic advisor is knowledgeable about my program requirements.* | *1.26* |
| *Students are notified early in the term if they are doing poorly in a class.* | *1.26* |
| *Adequate financial aid is available for most students.* | *1.24* |
| *There are adequate services to help me decide upon a career.* | *1.24* |
| *My academic advisor is concerned about my success as an individual.* | *1.22* |

**Items of Most Importance to NNCC Students.**

On the table below, NNCC students rated the ten items in order given as the most Important. Item #1, *quality of instruction*, received the highest importance rating of any item in the survey. The second column, *performance gap*, indicates the discrepancy between Importance and Satisfaction. The larger the gap, the less effective NNCC is in meeting student expectations. The third column gives the difference in the Satisfaction mean for the national group and NNCC students. Asterisks indicated significant difference between NNCC responses and the national responses. A minus (-) indicates that the NNCC mean is lower than the national mean. For example, student ratings of faculty as knowledgeable are particularly good because the performance gap is relatively small (0.66) and NNCC students are significantly more satisfied than the national group.

| Survey Item | Performance Gap: Importance & Satisfaction for NNCC Students | Difference Between National & NNCC Groups |
|---|---|---|
| *1. The quality of instruction I receive in most of classes is excellent* | *0.80* | *0.29**** |
| *2. Nearly all of the faculty are knowledgeable in their fields* | *0.66* | *0.19*** |
| *3. Classes are scheduled at times that are convenient for me* | *1.15* | *0.00* |
| *4. Library resources and services are adequate* | *0.99* | *0.23*** |
| *5. There is a good variety of courses provided on this campus* | *1.28* | *-0.34**** |
| *6. I am able to register for classes I need with few conflicts* | *0.93* | *0.22** |
| *7. I am able to experience intellectual growth here* | *0.73* | *0.10* |
| *8. Program requirements are clear and reasonable* | *0.80* | *0.17** |
| *9. Faculty are fair and unbiased in their treatment of individual students* | *0.92* | *0.27*** |
| *10. The personnel involved in registration are helpful* | 0.58 | 0.45*** |

**Items of Least Importance to Students**

The ten items of <u>least</u> importance to NNCC students are listed below in order of least importance:

1. *Personnel in the Veterans' Services program are helpful.*
2. *Child care facilities are available on campus.*
3. *Security staff are helpful.*
4. *I generally know what's happening on campus.*
5. *Most students feel a sense of belonging here.*
6. *This campus provides effective support services for displaced homemakers.*
7. *The student center is a comfortable place for students to spend their leisure time.*
8. *Admissions counselors accurately portray the campus in their recruiting practices.*
9. *There are a sufficient number of study areas on campus.*
10. *New student orientation services help students adjust to college.*

NOTE: This does not imply that the above services are unimportant to students because the ratings do not suggest that. The ranking simply means that items other than the ten above are more important.

## RESULTS: ELKO, WINNEMUCCA, ELY CAMPUSES

The results for the three campuses are given in the Appendix.

The Elko campus is rated higher for Satisfaction in *academic services* and *campus support services*. The three campuses have quite similar responses for *admissions and financial aid, campus climate, instructional effectiveness*, and *registration effectiveness*. Ely students give the highest ratings for *academic advising/counseling* and *concern for the individual*. Ely gives the lowest ratings of the three campuses to *safety and security*. Winnemucca has the highest ratings for *student centeredness*.

Other observations:

- Ely gives very high ratings to *Faculty knowledgeable in their fields*.
- Winnemucca has low ratings for library resources.
- Ely has a high rating for *Registration personnel are helpful*.
- The highest ratings for any item at any campus is Elko's rating for *Library staff are helpful and approachable*.
- The second highest rating for Satisfaction was the Elko response to *The campus is well-maintained*.
- The lowest rating of any item for any campus was Winnemucca student response to *Sufficient number of study areas on campus*.

## STUDENT DEGREE OR MAJOR

Data is available for students identified by type of Associate degree and by major. However, only the nursing and business administration majors had a large enough sample to be considered representative.

Some of the Results:

- Students who are declared Associate of Science majors rate *academic advising/counseling* higher than Associate of Arts or Non-Declared students.

- Associate of Science students say that their instructors are more likely to provide feedback/progress information than Associate of Arts students.

- Arts students are much more likely than Science or Non-Declared students to be dissatisfied with parking space.

- Science students are much more satisfied than Arts students with career advising services.

- Business students give very high ratings to *Faculty available after class/during office hours*. These students give a considerably higher rating than students at large to the item, *Institution has a good reputation in the community*. But they are less satisfied with *LRC resources* than students at

large.

• Nursing students have higher expectations than students at large. With only five exceptions among the 90-odd items, their average ratings for "Importance" are higher, some significantly so.

• Nursing student "Satisfaction" is higher than the overall student average in a number of areas, including *LRC, financial aid, experiencing intellectual growth, academic advising, career counseling, study areas on campus, admission counseling, value of Re-Entry Center, helpfulness of security staff,*

• Nursing student "Satisfaction" is lower than the overall student average for *adequacy of parking lot lighting, available parking space, channels for expressing complaints, availability of child care facilities.*

## LOCAL ITEMS--ELKO CAMPUS

The local items for the Elko campus are listed in order of importance:

| ITEM | IMPORTANCE | SATISFACTION | PERFORMANCE GAP |
|---|---|---|---|
| *73. It is good to have four-year and graduate programs available in Elko* | *6.59* | *5.34* | *1.25* |
| *79. Men and women are treated equally on this campus* | *6.27* | *5.90* | *0.37* |
| *77. Computers in the LRC are usually available for my use* | *6.18* | *5.58* | *0.60* |
| *72. An indoor area for exercise and workout would be an excellent addition to the campus* | *5.81* | *5.17* | *0.64* |
| *75. Summer classes at NNCC meet my educational needs* | *5.72* | *4.43* | *1.29* |
| *74. D'Orazio's meet my meal/snack needs while on campus* | *5.40* | *5.19* | *0.21* |
| *78. As a current or former Re-Entry Center user, I find the services at the Center to be worthwhile* | *5.36* | *5.22* | *0.14* |
| *80. Extracurricular student activities are relevant and well-organized* | *5.18* | *4.18* | *1.00* |
| *76. Student government benefits the students at NNCC* | *5.11* | *4.49* | *0.62* |
| *71. Great Basin College would be a good name for NNCC* | *4.19* | *4.21* | *0.02* |

## LOCAL ITEMS - WINNEMUCCA CENTER

| ITEMS | IMPORTANCE | SATISFACTION | PERFORMANCE GAP |
|---|---|---|---|
| *The classes I need to complete my program are available* | *6.44* | *4.70* | *1.74* |
| *Part-time instructors do an excellent job* | *6.16* | *5.79* | *0.37* |
| *Four-year programs are needed in Winnemucca* | *6.03* | *3.58* | *2.45* |

| WINNEMUCCA - LOCAL ITEMS, CONT ON NEXT PAGE | | | |
|---|---|---|---|
| Classes offered are at a level of difficulty I would expect from a community college | 5.90 | 4.87 | 1.03 |
| I receive enough feedback from instructors on the self-paced courses | 5.85 | 4.24 | 1.61 |
| The Winnemucca bookstore meets my needs | 5.72 | 4.76 | 0.96 |
| Interactive video classes have great potential | 5.55 | 4.47 | 1.08 |
| Winnemucca Center meets my vocational training needs | 5.38 | 4.75 | 0.63 |
| The Winnemucca student life meets my needs | 5.33 | 4.29 | 1.04 |
| The Winnemucca student government representation is sufficient | 5.11 | 4.16 | 0.95 |

## LOCAL ITEMS - ELY CENTER

| ITEMS | IMPORTANCE | SATISFACTION | PERFORMANCE GAP |
|---|---|---|---|
| The university transfer courses you have completed at NNCC would be accepted for credit by the university you desire to attend | 6.57 | 5.13 | 1.44 |
| Adequacy of Ely Center facilities | 6.19 | 4.48 | 1.71 |
| Adequacy of software programs available at Ely Center | 6.05 | 5.05 | 1.00 |
| The difficulty level of courses at the Ely Center | 6.04 | 5.69 | 0.77 |
| Adequacy of telecourses available | 6.00 | 5.11 | 0.89 |
| Potential of on-line computer classes meeting your educational goals | 5.95 | 5.06 | 0.89 |
| Adequacy of hours for Computer Lab at Center | 5.89 | 5.22 | 0.67 |
| Adequacy of the Computer Lab equipment | 5.85 | 5.08 | 0.77 |

## FURTHER INTERPRETATIONS OF DATA

The value of data provided by surveys such as the SSI lies in making comparisons. The summary included in this report highlights comparisons between NNCC students and the national group are significant. Gaps between NNCC student Importance and Satisfaction ratings are also important. Combining the two comparisons provides insight (e.g., areas where there is a large gap and where NNCC means are below national). Comparisons among the three sites are probably not as significant, given the difference in the number of student responses and differences in available programs and services. Concentrating on areas of greatest importance to our students makes more sense than expending time and resources on areas of lesser importance.

In interpreting the means apart from comparisons, anything over a "6" or approaching a "6" indicates "important" or "satisfied," whereas a "5" is "somewhat important" or "somewhat satisfied." An average of "4" is between "somewhat important" and "somewhat unimportant" or "somewhat satisfied" or "somewhat dissatisfied."

Finally, the full report (which is available to any interested person) deserves continued study because some insights are not immediately apparent.

There are two limitations of the study. The sample size should have been a bit larger given the size of our spring enrollment, although, as cited, there is good evidence that the students sampled are representative of the enrollment. Second, the survey has 95 items, but students must make **two** judgments for most of those items, lengthening the instrument to approximately 180 items. Observations of respondents and inspection of response patterns gave some indication that students did become tired during the administration.

## RECOMMENDATIONS

1. The scale of Academic Advising/Counseling is clearly the major weakness of NNCC according to the SSI responses.

The following seven items make up the Advising/Counseling scale: *My academic advisor is approachable, helps me set goals to work toward, is concerned about my success as an individual, is knowledgeable about my program requirements, is knowledgeable about the transfer requirement of other schools, Counseling staff care about students as individuals, and This school does whatever it can to help me reach my educational goals.* Six of these items are **below** the national mean, four of them significantly so. The SSI results do show some differences among the three sites and among different degrees and majors. These differences should be analyzed.

In order to fully address the weaknesses in Academic Advising/Counseling, more information is needed before improvement efforts are undertaken. What

specifically are students concerned about and will this information provide direction for improvement?

**RECOMMENDATION #1: An ad hoc group be formed involving Student Services and Faculty to further analyze and collect additional data before making recommendations for improvement of academic advising/counseling. It is suggested that student focus groups be used as a way of gathering more specific information on advising needs.**

2. Apart from the general weakness in Academic Advising/Counseling, there are individual areas that could be addressed.

For example, the following items meet two negative criteria: they have relatively large gaps between importance and satisfaction and they are statistically below the means of the national group:

Internships or practical experiences are provided in my degree/certificate program.
Security staff respond quickly to emergencies.
There are adequate services to help me decide on a career.
There is a good variety of courses provided on this campus.

**RECOMMENDATION #2: Form an ad hoc group to give attention to items where there are large performance gaps between importance and satisfaction or where NNCC falls below the national norm.**

3. Peter Drucker makes the point that individuals and organizations need to build on their strengths. On pp. 2 of this report, the significant strengths of NNCC are listed. It is wise to analyze these strengths further (e.g., students are satisfied with some items more than others) and make the programs and services even stronger. There are also important areas that do **not** show a significant differences, one way or the other, with the national group. Some of these areas could be strengthened.

Here are some examples:

• Students rate *I am able to experience intellectual growth* here at a 5.67 level of satisfaction, which is a good rating but not much different from the national sample. Could we be better?

• Similarly, *Students are made to feel welcome on this campus* carries a 5.51 satisfaction rating with the national sample at 5.39, no significant difference. Can we do better in making students feel welcome?

• The NNCC satisfaction response to *This school does whatever it can to help*

*me reach my educational goals* is 5.04, a "somewhat satisfied" mean. The national mean is 5.08. One could argue that both the NNCC and the national means ought to be higher.

• The response to *The college shows concern for students as individuals* carries a 5.09 satisfaction rating compared to a 5.01 national rating. This result seems a bit contradictory to other student responses and may be worthy of further investigation.

There are other items that could be identified and addressed similar to those above.

**RECOMMENDATION #3: The ad hoc group identified in Recommendation #2 will also further analyze the results and identify areas of strength for further improvement efforts.**

**Acknowledgements**

Thanks for the cooperation NNCC students and instructors who participated in the study. Thanks also to Ed Wright for his meticulous efforts in administering the survey in Elko. Thanks to Barbara Tenney in Winnemucca and Gary Corderman in Ely for coordinating the data gathering at their centers. This project was partly funded by a Carl Perkins Grant, administered through the Nevada Department of Education.

# Comparative Summary Analysis

| Scale | National Group | | Our Institution | | | Our Target Groups | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| Academic Advising/Counseling | 6.08 | 5.10 | 6.09 | 4.90 | 335 | 6.09 | 4.89 | 223 | 6.04 | 4.68 | 39 | 6.17 | 5.03 | 37 |
| Academic Services | 5.99 | 5.16 | 6.13 | 5.32 | 348 | 6.19 | 5.53 | 232 | 5.68 | 4.19 | 41 | 6.16 | 4.73 | 38 |
| Admissions and Financial Aid | 5.92 | 4.94 | 5.96 | 4.98 | 333 | 6.00 | 5.00 | 220 | 5.78 | 4.75 | 39 | 6.16 | 5.03 | 38 |
| Campus Support Services | 5.31 | 4.77 | 5.43 | 4.75 | 318 | 5.46 | 4.93 | 213 | 5.15 | 4.01 | 37 | 5.64 | 4.24 | 33 |
| Campus Climate | 5.92 | 5.12 | 5.95 | 5.21 | 352 | 5.98 | 5.21 | 232 | 5.79 | 5.13 | 44 | 6.06 | 5.30 | 38 |
| Concern for the Individual | 6.07 | 5.10 | 6.15 | 5.20 | 352 | 6.19 | 5.15 | 232 | 6.04 | 5.13 | 44 | 6.15 | 5.45 | 38 |
| Instructional Effectiveness | 6.17 | 5.30 | 6.25 | 5.44 | 352 | 6.30 | 5.45 | 232 | 6.03 | 5.27 | 44 | 6.25 | 5.47 | 38 |
| Registration Effectiveness | 6.11 | 5.27 | 6.17 | 5.48 | 352 | 6.21 | 5.52 | 232 | 5.93 | 5.27 | 44 | 6.23 | 5.40 | 38 |
| Responsiveness to Diverse Populations | | 5.34 | | 5.45 | 341 | | 5.50 | 224 | | 5.35 | 43 | | 5.34 | 36 |
| Safety and Security | 5.92 | 4.77 | 5.89 | 4.66 | 344 | 5.96 | 4.76 | 232 | 5.46 | 4.52 | 41 | 5.87 | 3.86 | 33 |
| Service Excellence | 5.89 | 5.06 | 5.96 | 5.26 | 352 | 5.99 | 5.32 | 232 | 5.75 | 5.00 | 44 | 6.09 | 5.20 | 38 |
| Student Centeredness | 5.91 | 5.20 | 5.93 | 5.30 | 348 | 5.98 | 5.28 | 230 | 5.74 | 5.22 | 43 | 6.04 | 5.53 | 38 |



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# Comparative Summary Analysis

| Item | National Group | | Our Institution | | | Our Target Groups: ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| 18. Quality of instruction in classes excellent | 6.51 | 5.57 | 6.66 | 5.86 | 344 | 6.68 | 5.87 | 228 | 6.62 | 5.76 | 42 | 6.64 | 5.95 | 38 |
| 58. Faculty knowledgeable in their fields | 6.37 | 5.67 | 6.52 | 5.86 | 333 | 6.51 | 5.88 | 225 | 6.55 | 5.72 | 39 | 6.56 | 6.03 | 35 |
| 73. Campus item | | | 6.49 | 5.14 | 300 | 6.59 | 5.34 | 214 | 6.03 | 3.58 | 29 | 5.85 | 5.08 | 26 |
| 8. Classes scheduled at convenient times | 6.43 | 5.33 | 6.48 | 5.33 | 338 | 6.49 | 5.28 | 225 | 6.59 | 5.29 | 42 | 6.46 | 5.71 | 38 |
| 14. Library resources and services are adequate | 6.18 | 5.20 | 6.42 | 5.43 | 324 | 6.50 | 5.78 | 223 | 6.14 | 3.74 | 35 | 6.40 | 4.53 | 32 |
| 69. Good variety of courses provided on campus | 6.29 | 5.48 | 6.42 | 5.14 | 340 | 6.46 | 5.27 | 226 | 6.21 | 4.98 | 42 | 6.29 | 4.28 | 36 |
| 15. Able register for classes with few conflicts | 6.32 | 5.25 | 6.40 | 5.47 | 334 | 6.47 | 5.49 | 224 | 6.23 | 5.31 | 42 | 6.43 | 5.32 | 37 |
| 70. Able to experience intellectual growth here | 6.26 | 5.57 | 6.40 | 5.67 | 338 | 6.46 | 5.74 | 227 | 6.28 | 5.51 | 40 | 6.46 | 5.69 | 36 |
| 66. Program requirements are clear/reasonable | 6.24 | 5.41 | 6.38 | 5.58 | 335 | 6.42 | 5.61 | 225 | 6.05 | 5.43 | 42 | 6.41 | 5.73 | 33 |
| 29. Faculty fair/unbiased in treatment students | 6.25 | 5.17 | 6.36 | 5.44 | 339 | 6.43 | 5.41 | 229 | 6.13 | 5.44 | 39 | 6.17 | 5.51 | 37 |
| 5. Registration personnel are helpful | 6.10 | 5.27 | 6.30 | 5.72 | 336 | 6.38 | 5.67 | 221 | 5.98 | 5.45 | 42 | 6.39 | 6.00 | 38 |



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# Comparative Summary Analysis

| Item | National Group | | Our Institution | | | Our Target Groups: ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| 31. Campus is safe and secure for all students | 6.26 | 5.33 | 6.30 | 5.32 | 325 | 6.31 | 5.43 | 227 | 6.19 | 4.97 | 36 | 6.33 | 4.71 | 27 |
| 26. Library staff are helpful and approachable | 5.97 | 5.33 | 6.29 | 5.81 | 302 | 6.33 | 6.09 | 224 | 6.00 | 4.35 | 27 | 6.00 | 4.17 | 18 |
| 34. Computer labs are adequate and accessible | 6.09 | 5.20 | 6.29 | 5.59 | 300 | 6.34 | 5.73 | 209 | 5.69 | 4.56 | 26 | 6.29 | 5.41 | 34 |
| 42. Equip. in lab facilities is kept up to date | 6.12 | 5.15 | 6.27 | 5.25 | 281 | 6.36 | 5.45 | 198 | 5.67 | 4.50 | 27 | 6.15 | 4.65 | 27 |
| 61. Faculty avail. after class/during ofc. hours | 6.22 | 5.55 | 6.27 | 5.71 | 331 | 6.36 | 5.78 | 226 | 6.03 | 5.48 | 40 | 6.21 | 5.38 | 34 |
| 35. Policies/proced. re: regist/course selection | 6.13 | 5.28 | 6.25 | 5.66 | 334 | 6.26 | 5.68 | 224 | 6.12 | 5.58 | 43 | 6.09 | 5.40 | 35 |
| 79. Campus item | | | 6.23 | 5.74 | 265 | 6.27 | 5.90 | 213 | 5.85 | 4.24 | 20 | | | |
| 32. Acad. advisor knowledgeable of requirements | 6.28 | 5.38 | 6.22 | 4.96 | 273 | 6.20 | 4.98 | 183 | 6.17 | 4.67 | 30 | 6.10 | 5.03 | 30 |
| 45. Institution has good reputation in community | 6.05 | 5.43 | 6.17 | 5.74 | 337 | 6.20 | 5.85 | 228 | 5.97 | 5.61 | 41 | 6.21 | 5.29 | 35 |
| 24. Parking lots are well-lighted and secure | 6.13 | 4.84 | 6.16 | 4.66 | 319 | 6.23 | 4.78 | 222 | 5.89 | 4.58 | 36 | 5.75 | 3.65 | 28 |
| 36. Students made to feel welcome on campus | 6.09 | 5.39 | 6.16 | 5.51 | 336 | 6.21 | 5.45 | 228 | 5.79 | 5.53 | 39 | 6.11 | 5.80 | 35 |



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# Comparative Summary Analysis

| Item | National Group | | Our Institution | | | Our Target Groups: ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| 52. School does what can help reach educ. goals | 6.20 | 5.08 | 6.16 | 5.04 | 309 | 6.21 | 5.00 | 210 | 6.09 | 5.03 | 35 | 6.03 | 4.94 | 32 |
| 65. Students notified early if doing poorly | 6.13 | 4.83 | 6.16 | 4.90 | 298 | 6.28 | 4.91 | 206 | 5.71 | 4.53 | 35 | 6.15 | 5.08 | 27 |
| 63. Seldom get "run-around" on campus | 6.08 | 4.93 | 6.15 | 5.32 | 313 | 6.20 | 5.32 | 217 | 5.97 | 5.30 | 33 | 6.17 | 5.30 | 30 |
| 68. The campus is well-maintained | 6.09 | 5.63 | 6.15 | 5.91 | 323 | 6.19 | 6.08 | 227 | 5.79 | 5.15 | 33 | 6.35 | 5.41 | 27 |
| 16. Concern shown for students as individuals | 6.11 | 5.01 | 6.14 | 5.09 | 335 | 6.25 | 5.03 | 219 | 6.10 | 4.98 | 43 | 5.95 | 5.39 | 38 |
| 46. Faculty provide feedback/progress in courses | 6.11 | 5.17 | 6.14 | 5.31 | 328 | 6.23 | 5.35 | 226 | 5.89 | 5.03 | 36 | 6.15 | 5.34 | 33 |
| 51. Convenient ways of paying school bill ? | 6.10 | 5.18 | 6.14 | 5.16 | 276 | 6.14 | 5.25 | 188 | 5.83 | 4.85 | 29 | 6.46 | 5.10 | 29 |
| 28. Enjoyable experience to be student on campus ? | 6.01 | 5.35 | 6.12 | 5.46 | 335 | 6.18 | 5.46 | 225 | 5.92 | 5.32 | 38 | 6.29 | 5.69 | 35 |
| 77. Campus item | | | 6.12 | 5.40 | 265 | 6.18 | 5.58 | 187 | 5.72 | 4.76 | 29 | 6.00 | 5.11 | 21 |
| 6. My academic advisor is approachable | 6.19 | 5.38 | 6.11 | 5.16 | 292 | 6.12 | 5.18 | 194 | 6.12 | 4.84 | 34 | 6.12 | 5.09 | 34 |
| 20. Financial aid counselors are helpful | 5.94 | 4.89 | 6.11 | 4.81 | 264 | 6.11 | 4.84 | 175 | 5.93 | 4.33 | 29 | 6.31 | 4.84 | 32 |



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# Comparative Summary Analysis

| Item | National Group | | Our Institution | | | Our Target Groups | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| 48. Counsel. staff care about students | 5.96 | 5.04 | 6.11 | 5.04 | 269 | 6.11 | 4.97 | 184 | 5.93 | 4.68 | 29 | 6.52 | 5.48 | 29 |
| 3. Instruction in voc/tech programs excellent | 6.16 | 5.39 | 6.10 | 5.51 | 288 | 6.14 | 5.51 | 188 | 5.92 | 5.47 | 36 | 6.23 | 5.51 | 35 |
| 27. The campus staff are caring and helpful | 5.96 | 5.23 | 6.07 | 5.49 | 328 | 6.08 | 5.52 | 225 | 5.84 | 5.20 | 37 | 6.21 | 5.64 | 33 |
| 41. Admissions staff are knowledgeable | 6.06 | 5.22 | 6.07 | 5.55 | 325 | 6.10 | 5.59 | 216 | 5.95 | 5.35 | 39 | 6.22 | 5.63 | 36 |
| 40. Acad. adv. knowledge - transfer requirements | 6.01 | 4.99 | 6.06 | 4.65 | 251 | 6.00 | 4.67 | 169 | 6.12 | 4.57 | 25 | 6.46 | 4.73 | 28 |
| 64. Classes - practical experiences/applicable | 6.02 | 5.29 | 6.06 | 5.41 | 321 | 6.12 | 5.46 | 222 | 5.83 | 5.00 | 36 | 6.00 | 5.50 | 30 |
| 2. Faculty care about me as an individual | 5.96 | 5.29 | 6.05 | 5.49 | 347 | 6.05 | 5.40 | 230 | 6.05 | 5.55 | 42 | 6.11 | 5.65 | 38 |
| 7. Financial aid available for most students | 6.14 | 4.97 | 6.05 | 4.81 | 282 | 6.12 | 4.81 | 186 | 5.76 | 4.50 | 33 | 6.11 | 4.86 | 35 |
| 25. Acad advisor concerned success as individual | 6.05 | 4.98 | 6.05 | 4.83 | 275 | 6.08 | 4.80 | 185 | 5.94 | 4.78 | 32 | 6.07 | 5.17 | 29 |
| 39. Student parking space on campus is adequate | 6.08 | 4.32 | 6.05 | 4.36 | 317 | 6.16 | 4.52 | 226 | 5.32 | 4.06 | 34 | 6.09 | 3.65 | 23 |
| 23. Faculty understanding of life circumstances | 6.04 | 5.01 | 6.03 | 5.29 | 330 | 6.12 | 5.22 | 220 | 5.75 | 5.36 | 40 | 5.89 | 5.43 | 37 |



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# Comparative Summary Analysis

| Item | National Group | | Our Institution | | | Our Target Groups | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| 56. Business office open hours convenient | 6.01 | 5.35 | 6.02 | 5.46 | 312 | 6.04 | 5.46 | 208 | 5.95 | 5.62 | 39 | 6.32 | 5.56 | 34 |
| 13. Financial aid awards announced in time | 5.88 | 4.64 | 6.00 | 4.58 | 269 | 6.04 | 4.59 | 181 | 5.96 | 4.39 | 27 | 6.23 | 4.80 | 30 |
| 47. Adequate services to help decide career | 5.96 | 5.04 | 6.00 | 4.76 | 275 | 6.08 | 4.87 | 194 | 5.71 | 3.92 | 28 | 6.25 | 4.88 | 24 |
| 50. Tutoring services are readily available | 5.92 | 5.26 | 5.99 | 5.17 | 272 | 6.03 | 5.24 | 189 | 5.44 | 4.73 | 27 | 6.28 | 5.24 | 25 |
| 43. Class change (drop/add) policies reasonable | 5.99 | 5.31 | 5.98 | 5.57 | 312 | 6.11 | 5.70 | 210 | 5.36 | 5.27 | 37 | 5.77 | 5.19 | 36 |
| 37. Faculty consider differences as teach course | 6.03 | 5.06 | 5.97 | 5.20 | 342 | 6.03 | 5.14 | 228 | 5.66 | 5.08 | 39 | 6.11 | 5.45 | 38 |
| 62. Bookstore staff are helpful | 5.96 | 5.33 | 5.97 | 5.66 | 318 | 6.03 | 5.83 | 229 | 5.67 | 5.03 | 33 | 5.79 | 4.91 | 24 |
| 9. Internships/practical experiences provided | 5.92 | 5.03 | 5.96 | 4.44 | 251 | 5.99 | 4.43 | 166 | 5.50 | 4.18 | 28 | 6.41 | 4.32 | 27 |
| 54. Faculty interested in my academic problems | 5.98 | 5.07 | 5.96 | 5.11 | 304 | 6.08 | 5.14 | 208 | 5.51 | 4.70 | 35 | 6.30 | 5.45 | 30 |
| 30. Career services help students to get jobs | 5.83 | 4.85 | 5.95 | 5.00 | 230 | 6.02 | 5.22 | 163 | 5.62 | 4.06 | 21 | 5.67 | 4.22 | 21 |
| 67. Channels - express student complaints avail | 5.82 | 4.61 | 5.95 | 4.42 | 286 | 5.95 | 4.41 | 198 | 5.52 | 4.41 | 31 | 6.28 | 4.79 | 29 |



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# Comparative Summary Analysis

| Item | National Group | | Our Institution | | | Our Target Groups: ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| 53. Assess/course placement proced. reasonable | 5.91 | 5.12 | 5.94 | 5.26 | 286 | 6.01 | 5.25 | 194 | 5.43 | 5.03 | 31 | 6.29 | 5.42 | 31 |
| 60. Billing policies are reasonable | 5.95 | 5.12 | 5.94 | 5.15 | 280 | 5.94 | 5.25 | 195 | 5.39 | 4.64 | 28 | 6.27 | 5.07 | 27 |
| 87. Factor in decision to enroll: Cost | 6.12 | 4.00 | 5.93 | | 333 | 5.96 | | 218 | 5.30 | | 43 | 6.08 | | 36 |
| 12. Acad. advisor helps set goals to work toward | 5.88 | 4.86 | 5.88 | 4.52 | 281 | 5.91 | 4.53 | 184 | 5.92 | 4.04 | 36 | 5.97 | 4.77 | 32 |
| 49. Admiss. counselors respond to needs/requests | 5.86 | 4.95 | 5.85 | 5.08 | 273 | 5.89 | 5.07 | 187 | 5.80 | 5.16 | 30 | 5.96 | 5.04 | 28 |
| 55. Acad. support svcs. meet needs of students | 5.80 | 5.00 | 5.84 | 4.91 | 268 | 5.88 | 4.89 | 181 | 5.58 | 4.57 | 33 | 6.26 | 5.26 | 27 |
| 72. Campus item | | | 5.81 | 5.22 | 298 | 5.81 | 5.17 | 209 | 6.16 | 5.79 | 31 | 5.89 | 5.22 | 27 |
| 22. People on campus respect /support of others | 5.83 | 5.03 | 5.78 | 5.21 | 334 | 5.80 | 5.23 | 226 | 5.86 | 5.13 | 38 | 5.65 | 5.22 | 36 |
| 57. Administrators are approachable to students | 5.88 | 5.05 | 5.78 | 5.06 | 302 | 5.79 | 5.09 | 203 | 5.85 | 5.37 | 35 | 6.30 | 5.12 | 33 |
| 59. Orientation services help students adjust | 5.69 | 5.01 | 5.76 | 5.08 | 262 | 5.71 | 5.17 | 181 | 5.48 | 4.85 | 27 | 6.23 | 4.95 | 22 |
| 21. Sufficient number of study areas on campus | 5.84 | 5.01 | 5.75 | 4.99 | 306 | 5.83 | 5.28 | 218 | 5.20 | 3.12 | 30 | 5.67 | 3.50 | 27 |



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# Comparative Summary Analysis

| Item | National Group | | Our Institution | | | Our Target Groups | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| 11. Security staff respond quickly in emergencies | 5.75 | 4.61 | 5.71 | 4.31 | 234 | 5.83 | 4.41 | 168 | 4.91 | 4.40 | 23 | 5.67 | 3.38 | 16 |
| 75. Campus item | | | 5.70 | 4.36 | 227 | 5.72 | 4.43 | 152 | 5.33 | 4.29 | 24 | 6.19 | 4.48 | 27 |
| 33. Admiss. counselors accurately portray campus | 5.61 | 4.89 | 5.64 | 4.88 | 234 | 5.69 | 4.93 | 159 | 5.16 | 4.45 | 25 | 6.04 | 4.90 | 23 |
| 78. Campus item | | | 5.52 | 5.14 | 188 | 5.36 | 5.22 | 122 | 5.11 | 4.16 | 19 | 6.57 | 5.13 | 24 |
| 74. Campus item | | | 5.41 | 5.07 | 248 | 5.40 | 5.19 | 166 | 5.90 | 4.87 | 31 | 6.05 | 5.05 | 22 |
| 89. Factor to enroll: Academic reputation | 5.65 | 5.00 | 5.37 | | 327 | 5.41 | | 217 | 4.93 | | 42 | 5.38 | | 34 |
| 38. Student center is comfortable place | 5.44 | 4.89 | 5.32 | 4.92 | 244 | 5.37 | 5.23 | 185 | 5.05 | 3.31 | 19 | 5.58 | 2.91 | 12 |
| 19. Support services for displaced homemakers | 4.80 | 4.60 | 5.31 | 4.78 | 199 | 5.27 | 4.97 | 126 | 5.09 | 3.83 | 23 | 5.68 | 4.48 | 25 |
| 76. Campus item | | | 5.31 | 4.56 | 236 | 5.11 | 4.49 | 169 | 6.44 | 4.70 | 25 | 5.95 | 5.06 | 20 |
| 1. Students feel a sense of belonging | 5.41 | 5.18 | 5.29 | 5.15 | 340 | 5.36 | 5.10 | 227 | 4.95 | 5.00 | 40 | 5.43 | 5.56 | 37 |
| 44. Generally know what's happening on campus | 5.39 | 4.73 | 5.27 | 4.47 | 301 | 5.27 | 4.40 | 210 | 4.97 | 4.36 | 33 | 5.86 | 4.93 | 29 |
| 88. Factor in decision to enroll: Financial aid | 5.54 | 5.00 | 5.22 | | 287 | 5.29 | | 187 | 4.18 | | 38 | 5.69 | | 32 |
| 80. Campus item | | | 5.20 | 4.22 | 206 | 5.18 | 4.18 | 159 | 5.55 | 4.47 | 20 | | | |



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# Comparative Summary Analysis

| Item | National Group | | Our Institution | | | Our Target Groups: ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| 95. Factor to enroll: Personal attention prior | 5.07 | | 5.16 | | 307 | 5.31 | | 204 | 4.44 | | 39 | 5.22 | | 32 |
| 4. Security staff are helpful | 5.33 | 4.68 | 5.05 | 4.45 | 262 | 5.11 | 4.45 | 192 | 4.36 | 4.55 | 22 | 5.26 | 3.71 | 19 |
| 93. Factor to enroll: Geographic setting | 5.27 | | 5.03 | | 319 | 5.13 | | 215 | 4.53 | | 40 | 5.23 | | 31 |
| 90. Factor to enroll: Size of institution | 4.89 | | 4.73 | | 318 | 4.88 | | 212 | 4.18 | | 38 | 4.55 | | 33 |
| 10. Child care facilities available on campus | 4.54 | 4.24 | 4.71 | 4.15 | 218 | 4.80 | 4.44 | 148 | 4.33 | 3.42 | 24 | 4.55 | 3.19 | 20 |
| 94. Factor to enroll: Campus appearance | 4.86 | | 4.67 | | 309 | 4.88 | | 210 | 3.75 | | 40 | 4.26 | | 27 |
| 17. Veterans' Services program are helpful | 4.35 | 4.40 | 4.49 | 4.23 | 163 | 4.34 | 4.22 | 106 | 4.57 | 4.33 | 21 | 5.24 | 4.00 | 17 |
| 71. Campus item | | | 4.43 | 4.35 | 287 | 4.19 | 4.21 | 206 | 5.38 | 4.75 | 24 | 6.04 | 5.48 | 29 |
| 92. Factor to enroll: Recommend from family | 4.48 | | 4.29 | | 290 | 4.33 | | 190 | 3.58 | | 36 | 4.78 | | 32 |
| 91. Factor to enroll: Opportunity to play sports | 3.00 | | 2.99 | | 262 | 3.03 | | 180 | 2.69 | | 35 | 2.77 | | 22 |
| 81. Inst's commit to part-time students? | | 5.47 | | 5.64 | 318 | | 5.65 | 207 | | 5.58 | 40 | | 5.74 | 35 |
| 82. Inst's commit to evening | | 5.37 | | 5.73 | 311 | | 5.69 | 198 | | 5.91 | 43 | | 5.89 | 35 |



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# Comparative Summary Analysis

| Item | National Group | | Our Institution | | | Our Target Groups: ELKO Answer 1 | | | WNMC Answer 2 | | | ELY Answer 3 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Importance | Satisfaction | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N | Importance | Satisfaction | N |
| students? | | | | | | | | | | | | | | |
| 83. Inst's commit to older, returning learners? | | 5.49 | | 5.65 | 275 | | 5.64 | 171 | | 5.68 | 37 | | 5.61 | 33 |
| 84. Inst's commit to under-represent populations? | | 5.19 | | 5.28 | 250 | | 5.34 | 158 | | 5.03 | 29 | | 5.23 | 30 |
| 85. Inst's commit to commuters? | | 5.19 | | 5.17 | 258 | | 5.28 | 163 | | 4.73 | 30 | | 4.97 | 30 |
| 86. Inst's commit to student with disabilities? | | 5.34 | | 5.10 | 236 | | 5.30 | 150 | | 4.75 | 28 | | 4.38 | 29 |



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